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SOVIET TRAINING PROGRAMS FOR AFRICA

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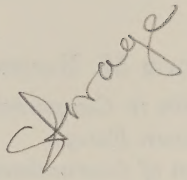

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Soviet Training Programs for Africa

It is evident from recent available information that Soviet training programs for Africa are continuing to expand. They may be divided into three areas for examination of their current status: the training of personnel from Africa in the U.S.S.R.; Soviet study and research in the U.S.S.R. on Africa; and training programs in Africa connected with Soviet developmental projects.

The increasing Soviet penetration of Africa has considerable import for the free world's efforts to aid the emerging countries of the subcontinent. It is therefore of value to attempt to gauge the extent of Soviet penetration and make rough estimates of some aspects, with an understanding, however, that the information is incomplete and primarily from Soviet sources. For more than general and tentative conclusions on the programs reported here from Soviet sources, further research and independent verification are necessary.

Training of Africans in the U.S.S.R.

Africans in the U.S.S.R. may be considered in two major categories: those exposed to the short-term influence of the guided tour and those enrolled in formal training programs for periods ranging from several months to several years.

Group tours through such showplace cities as Tashkent and Alma Ata in the central Asian Uzbek and Kazakh Republics apparently are arranged through the Soviet Committee of Solidarity of Asian and African Countries, the Soviet-African Friendship Society, and the official Soviet Government tourist agency (Intourist), which supplies interpreters and guides. These guides are highly skilled advocates of the Soviet system, well-versed in Communist statistics and concepts.

The U.S.S.R. provided guided tours in 1960 for at least 200 Africans interested in Soviet education, science, culture, health and sports.

It is estimated that 777 students from Africa were in Soviet educational institutions in the 1960–61 school year, an increase of about 120 percent over the estimated number (351) studying in the U.S.S.R. in the 1959–60 school year. Presumably most or all of these students

were enrolled in preparatory faculties or regular programs of Soviet higher educational institutions.

The figure 777, which is based on Soviet sources, breaks down as follows: Peoples' Friendship University, 140; other Soviet schools: 350 from U.A.R. (Egypt), 76 from Ghana, 75 from Sudan, 62 from Guinea, 23 from Somalia, plus 51, an estimated average of 3 students from each of the 17 other African countries reportedly in Soviet schools.

Thirteen of these 17 have been identified as Algeria, Cameroons, Congo, Ethiopia, Kenya, Mali, Morocco, Nigeria, Senegal, Tanganyika, Togo, Tunisia, Uganda.

The Institute of International Education's *Open Doors 1961*, published in New York, reports that the number of students from Africa studying in the United States in the 1960–61 school year was 3,241, an increase of 40 percent over the preceding school year.

These data suggest that in 1960–61 the United States had about four times the number of students from Africa studying in its schools than the U.S.S.R. had, but that the percentage increase for the year in the U.S.S.R. was three times the rate of increase in the United States.

Among the Soviet higher educational institutions in which students from Africa are studying are Peoples' Friendship University,[1] established in Moscow in 1960 specifically for students from Asia, Africa, and Latin America; Moscow State University; Leningrad State University; Kiev State University; Central Asian University in Tashkent, which established a preparatory faculty for students from Asia, Africa, and Latin America in September 1961; and Tashkent Agricultural Institute.

In addition to receiving training at Soviet universities and specialized institutes at the higher education level, African personnel are also being trained in Soviet industries, but information on the number is lacking. These African technicians presumably will return to their countries to supervise industrial work and teach in local technical schools.

Soviet Study and Research on Africa

Programs of African studies are being carried out in the Soviet school system from the primary through the university level. The educational programs are apparently small but expanding; the research programs may already be substantial. A U.S. Office of Education foreign language delegation reported in 1960 that they

[1] For a full discussion of this institution, see the author's study *The Peoples' Friendship University in the U.S.S.R.*, published by the U.S. Office of Education.

observed three schools in Tashkent where the Arabic language is taught from the third grade. The delegation observed that "the Tashkent classes were of a superior order, taught by effective and linguistically competent young women who had been trained at the nearby State University of Tashkent," but concluded "that Soviet institutions offer fewer programs in Asian and African languages than American universities, that their classes are generally small, and that language teaching is highly conservative but changing." [2]

African language training is offered at Leningrad State University. Swahili, Hausa, and Amharic are taught there, and according to a U.S.S.R. Ministry of Higher Education directive of May 1958 the university planned within 3 years to introduce four additional African languages—Lugenda, Luba, Kikongo and Yoruba—along with courses on the cultures and economies of African peoples. The expanded language training program aimed to provide university students with conversational knowledge of at least two related African languages.

Soviet students may specialize in African or Arabic languages and literature at the Institute of Eastern Languages attached to Moscow State University. Although the institute was established in September 1956, African studies were not introduced until 1958 or 1959. According to the curriculum approved by the U.S.S.R. Ministry of Higher and Specialized Secondary Education in 1959 (see appendix A), students at the institute spend 5,672 hours in higher education training over a 6-year period. More than half of this time (3,020 hours) is spent in language training in laboratories; the remainder is divided between lectures (1,614 hours) and practical training and seminars (1,038 hours).

Students at the institute are required to study two Eastern languages [3] and one Western. Those specializing in African languages and literature predominantly study the Amharic language, prevalent in Ethiopia, or the Hausa language, prevalent in Northern Nigeria, but other African languages are offered. The African specialist must take Arabic for his second Eastern language. Students specializing in Arabic language and literature take Egyptian and Syrian dialects to meet the requirement for a second Eastern language. Presumably the one Western language is English, German, or French.

Besides language and literature courses, the institute requires study of the physical and economic geography, history, and economy of the specific country in which a student is specializing. In addition, the

[2] Mildenberger, Kenneth W., Marjorie C. Johnston, and Gordon H. Fairbanks, "Foreign Languages in Soviet Schools," *School Life,* October 1960.

[3] African and Arabic languages as well as Asian languages are included among Eastern languages.

students must take the three Communist ideology courses required of all Soviet students in higher educational institutions: Political Economy, Dialectical and Historical Materialism, and History of the Communist Party of the Soviet Union.

The 10th and 11th semesters (latter half of the fifth year and first half of the sixth year) are devoted primarily to practical work related to the language and area studied, and students may fulfill this requirement by spending those semesters in the country in which they are specializing. The final semester of the sixth year is spent in diploma work and preparing for State examinations.

Advanced study on African countries probably could be carried out at the Moscow State Institute of International Relations, where Soviet students specialize at the graduate level in The Economics of Colonial and Dependent Countries.

Research on Africa is done chiefly in two institutes of the U.S.S.R. Academy of Sciences: the Institute of Ethnography and the Africa Institute.

The emphasis in the Leningrad branch of the Institute of Ethnography is on African language and history; in the Moscow branch, on contemporary political, economic, and social developments. The major projects undertaken at the Leningrad branch have been preparation of Hausa-Russian and Swahili-Russian dictionaries and a series of linguistic studies, including African folklore.

The Africa Institute was established in Moscow in October 1959, under the direction of I. I. Potekhin, Doctor of Historical Sciences, former head of the Moscow branch of the Institute of Ethnography. An announcement in the journal of the U.S.S.R. Academy of Sciences, *Vestnik Akademii Nauk S.S.S.R.*, No. 12, 1959, described the institute's purpose:

Concerning Organization of an Institute of Africa

For the purposes of profound and comprehensive study of the contemporary political and economic problems of the African continent as well as the history and culture of the African peoples, an Institute of Africa has been organized within the Division of Historical Sciences of the Academy.

The task of the institute comprises study of the course of development of the countries of Africa which have won independence; of the political and economic situation of colonies on the African continent under conditions of the decline of the colonial system of imperialism and of the national-liberation struggle of enslaved peoples; of the worker and peasant movement in the countries of Africa; of the contradictions of the imperialist powers and of the new forms of colonialism in Africa; and of the unmasking of reactionary ideological currents.

The institute is charged with establishing contacts with scholarly and cultural institutions of the African countries as well as with individual scholars and cultural figures of these countries, to promote extensive study of the urgent scientific problems of Africa.

The structure of the institute (comprising two sectors—on historical problems and on history) and the membership of its learned council have been confirmed.

The publishing of studies on Africa by Soviet research and other organizations was described in the British weekly journal *West Africa* in 1958.[4] It listed three major Soviet journals publishing studies on Africa: *Sovetskaia Etnografia* (Soviet Ethnography), journal of the Academy of Sciences Ethnographic Institute; *Sovetskoe Vostokovedenie*[5] (Soviet Oriental Studies), published by the Institute of Oriental Studies in Leningrad; and World Economics and International Relations, reported as starting in 1957.

Symposia have been published in book form since 1953, among which the British journal listed:

1. *Imperialisticheskaia Borba za Afriku i Osvoboditelnoe Dvijenie Narodov,* Ak. Nauk. 1953 (The Imperialist Struggle for Africa and the Liberation Movement of its Peoples, Academy of Sciences).
2. *Narodi Afriki,* Ak. Nauk. 1954 (Peoples of Africa, Academy of Sciences).
3. *Formirovanie Nationalnoi Obschnosti Yuzhno-Afrikanskika Bantu,* I.I. Potekhin Ak. Nauk. Moscow 1955 (The Formation of a National Community of the Southern African Bantu, Academy of Sciences).

Volume II of a *Collection of African Ethnography* published in 1958 by the Institute of Ethnography in Moscow has been available for examination by the author. The 301-page bound volume contains three studies: A. S. Orlov, "Social Structure of the Malgashy in the 19th Century (from the *History of Madagascar*)"; *L. D. Yablochkov*, "Indigenous Population of British Central Africa"; and R. N. Ismagilova, "Ethnic Composition and Occupation of the Population of Tanganyika." The volume is printed on high-quality paper and includes pictures, diagrams, tables, and maps. The maps which range from simple half-page black and white to folded multicolor, reflect considerable Soviet interest in the geography and demography of African countries.

Sections on education in various countries of Africa, Asia, and Latin America are included in a two-volume *Pedagogicheskii Slovar'* (Pedagogical Dictionary) published in Moscow in 1960 by the Russian S.F.S.R. Academy of Pedagogical Sciences. Although not

[4] Houldsworth, Mary, "African Studies in the U.S.S.R." in *West Africa.* London: West Africa Publishing Co., February 8 and 15, 1958.

[5] This bimonthly publication is now called *Narody Azii i Afriki* (Peoples of Asia and Afrika). Another important journal on Africa is the monthly *Aziia i Afrika Segodnia* (Asia and Africa Today).

specifically credited, these sections probably were compiled by the Department of Contemporary Education and Schools Abroad of the Academy of Pedagogical Sciences, a research office that has expanded its foreign study program in the past few years.

Soviet Training Programs in Africa

Soviet training programs in Africa involve the construction of technical education facilities, along with industrial and other installations, and the training of African nationals, primarily in work on various developmental projects.

The Soviet Union is involved in construction of technical schools in the U.A.R., Guinea, Mali, Ethiopia, and Somalia. Soviet technicians give African nationals on-the-job instruction in numerous industrial, transportation, and agricultural projects. A top Soviet official reported in October 1961 that 5,000 specialists from the Soviet Union were working in countries that had become independent since World War II.

Some details are available on Soviet plans for a polytechnical institute in Guinea. Financed by the U.S.S.R. under a long-term credit agreement and to be staffed by Russians, the institute will provide a 3-year course at the higher technical level, training technicians for both industry and agriculture. According to Soviet plans, the institute will include three buildings with laboratories, classrooms, a 170,000-volume library, a 600-seat auditorium, and lecture halls. The institute is scheduled to have a 25,000-seat sports stadium, a 50-meter swimming pool, and a gymnasium, which would make Guinea a sports center for all Africa. Information is not available on the degree to which these plans, elaborated in 1960, have been fulfilled, although recent Soviet comment would suggest that the project is still largely in the planning stage.

Soviet teachers are lecturing or otherwise assisting in training African nationals in the U.A.R. (Egypt), Guinea, Ghana, Ethiopia, and Sudan. The Soviet Union plans to send teachers to Mali. Lecture activity by Soviet educators appears to range from occasional lectures made during visits, to a lecture series for an academic year. Most of the teaching and research by Soviet scholars and scientists is taking place in the U.A.R.

In an article in the Soviet higher education journal *Vestnik Vysshei Shkoly*, No. 2, 1960, B.I. Suchkov and B.M. Remenikov wrote:

> Under the plan of cultural cooperation signed in November 1959 by the U.S.S.R. and the United Arab Republic for 1960, four teachers of Russian

are to go to work at the Cairo Institute of Foreign Languages, four or five teachers of Arabic will go to the U.A.R. to improve their qualifications, three instructors to lecture at universities on various subjects, and ten students and postgraduates to study at colleges of the U.A.R.

Soviet training programs for Africa arranged under current bilateral exchange agreements are described in some detail in a 253-page volume of the Africa Institute, *Afrika 1956–61*, published in Moscow in October 1961. The scope of these programs and the extent to which they are being implemented cannot be established from the limited data available, particularly in the case of programs noted in the chapter "Economic Cooperation of the U.S.S.R. with the Countries of Africa." Excerpts from the publication are reproduced in appendix B.

Appendix A. Six-year Curriculum,[1] Institute of Eastern Languages (Attached to Moscow State University), for Specialty in Eastern Languages and Literature (Study in 1 of 10 Areas: Chinese, Japanese, Korean, Indian, Arabic, Persian, Turkic, Indonesian, Vietnamese or African)

Subjects	Number of hours				Hours per week by school year and semesters											
		Including			1st year		2d year		3d year		4th year		5th year		6th year	
	Total	Lectures	Laboratory work	Seminars and practice sessions	1st semester 18 weeks	2d semester 16 weeks	3d semester 18 weeks	4th semester 16 weeks	5th semester 18 weeks	6th semester 16 weeks	7th semester 18 weeks	8th semester 16 weeks	9th semester 18 weeks	10th semester 16 weeks	11th semester 18 weeks	12th semester 16 weeks
1. Political economy	150	80	------	70	2	2	2	3	------	------	------	------	------	------	------	------
2. Dialectical and historical materialism	140	70	------	70	------	------	------	------	2	2	2	3	------	------	------	------
3. History of Communist Party of Soviet Union	220	120	------	100	------	------	------	------	2	4	4	3	------	------	------	------
4. History of philosophy	70	70	------	------	------	------	------	------	------	------	------	------	4	------		
5. Introduction to linguistics	72	72	------	------	4	------	------	------	------	------	------	------	------	------	------	------
6. Basic language	2,592	172	2,420	------	16	16	16	16	16	14	12	12	10	10	10	4
7. Theory of grammar, lexicology, and history of basic language	104	104	------	------	------	------	------	------	------	2	2	------	2			
8. Introduction to special philology	32	32	------	------	------	------	------	------	2	------	------	------	------	Practice	Practice	Diploma work and State examinations
9. Additional eastern language	204	------	------	204	------	------	------	------	------	3	2	3	4			
10. General linguistics	36	36	------	------	------	------	------	------	------	------	------	------	2	------	------	------
11. Introduction to literary research	68	68	------	------	2	2	------	------	------	------	------	------	------	------	------	------
12. History of literature	356	220	------	136	------	------	4	4	3	3	3	4	------	------	------	------
13. History of literature of countries of the East	104	104	------	------	------	------	------	2	2	2	------	------	------	------	------	------
14. Theory of literature with fundamentals of Marxist esthetics	72	72	------	------	------	------	------	------	------	------	------	------	4	------	------	------
15. Western language	818	------	600	218	4	6	5	4	4	5	4	4	4	4	4	------

[1] *Curriculums for University, Economic, and Juridical Specialties*, U.S.S.R. Ministry of Higher and Secondary Specialized Education, Moscow, 1959.

16. Physical and economic geography of country studied	68	68			2	2										
17. History of country studied	136	136				2	2	2	2							
18. Economy of country studied	36	36											2			
19. Special courses and seminars (elective)	258	154		104							4	4	3	2	2	
20. Physical education	136			136	2	2	2	2								
Total hours	5,672	1,614	3,020	1,038	32	32	33	33	33	33	33	33	35	16	16	
Number of course projects	4					1		1		1		1				
Number of examinations	31				2	4	2	3	3	4	3	5	5			
Number of tests	42				4	3	4	5	5	3	5	4	3	3	3	

Optional subjects

(Number of hours not listed)

1. History of linguistics.
2. Western literature.
3. Soviet literature.
4. Russian literature 19th and 20th centuries.
5. History of social thought.
6. History of culture of country studied.
7. History of religion.
8. Additional western language.
9. Physical education.
10. Logic.
11. Ethics.

Study practice training

(Total 8 weeks)

1. In libraries using western language (4th semester for 2 weeks).
2. In libraries using eastern and western languages (6th semester for 3 weeks).
3. In archives and manuscript sections of libraries (8th semester for 3 weeks).

Production practice

(Total 43 weeks)

1. In eastern countries (in educational institutions of country of language studied, with department's approval) or
2. In U.S.S.R.—in corresponding organizations, combined with obligatory evening work in the institute (10th and 11th semesters for 43 weeks).

Diploma Work

State Examinations

1. History of Soviet Communist Party.
2. Basic eastern language.
3. History of literature of country studied.

Appendix B. Translated Excerpts from *Afrika 1956–61*, an Account by the Africa Institute in Moscow of Soviet Training Programs in Africa

Excerpts from chapter, "Scientific and Cultural Relations of the U.S.S.R. with the Countries of Africa"

In 1957–61 the U.S.S.R. concluded agreements of cooperation in the field of science and culture with the U.A.R., Guinea, Ghana, Ethiopia, Mali and Somali. . . . The parties are obliged to further "within the limits of their possibilities and needs, cooperation, exchange of experience and achievements in science, higher education and public education, health, literature, art and sports." The agreements specified exchanges of artists, teachers, scientists, students, athletes, delegations, books, radio and television programs, contacts between libraries and museums, et cetera.

With some states of Africa—Nigeria, Togo, Liberia, Morocco, Tunis, Libya, Senegal, and others—there is still no agreement on cultural exchange. Nevertheless, the U.S.S.R. both through state organizations and through social organizations supports cultural and scientific relations with these countries.

The U.S.S.R. extends help to the countries of Africa, sharing its rich experience in the creation of cadres of the national intelligentsia. It is sufficient to indicate that in 1960 the countries of Africa were visited by more than 400 Soviet scientists, teachers, and journalists. Two hundred individuals from Africa came to us in order to become acquainted with the achievements of the Soviet people in the fields of education, science, culture, health, and sports.

Excluding students of Friendship University named for Patrice Lumumba, students from 22 African countries are studying in Soviet higher educational institutions, including 350 students from the U.A.R., 76 from Ghana, 75 from the Sudan, 62 from Guinea, 23 from Somalia, and 18 from Morocco.

Great help in the training of qualified technical personnel is provided to Africans by our specialists working in the countries of Africa on various construction projects. Along with industrial enterprises, the U.S.S.R. is building in Guinea a technical institute for 1,500 students, and in Ethiopia (in the form of a grant by the Government of the U.S.S.R. to the Government of Ethiopia)—a technical school for 1,000 students. In the Republic of Mali, the Soviet Union is helping to create a scientific center for the training of national cadres.

While accepting African youth for study in Soviet higher educational institutions and technical institutes and helping them to master the Russian language, the U.S.S.R. also sends its students to study in African countries so that they may master the languages and cultures of the African peoples.

The Soviet Union also sends teachers and professors for work in the educational institutions of African countries. Twenty-seven Soviet teachers are working in Guinea; 6 Russian language teachers are in Cairo. Also at the request of the U.A.R. Government, a ballet school was established where Soviet ballet masters have been working for three years. Soviet teachers will be sent to the Republic of Mali to give aid in training national cadres.

In turn, language and literature teachers from the U.A.R., Ethiopia, and other African countries have been invited to work in Soviet higher educational institutions.

Not a little has been done in developing scientific cooperation. In 1961 alone, 40 holders of doctoral degrees and 200 aspirants [holders of higher academic degrees] arrived from the U.A.R., for probationary work in the chairs [departments] of Soviet higher educational institutions. In 1959 Soviet botanists and geologists went to Ghana, Ethiopia, and Sudan. They consulted with Ghanan, Ethiopian, and Sudanese scientists and gave various lectures. The well known scientist-archaeologist Khasan Abdel Vakhab came to the U.S.S.R. from Tunis. In 1960 the U.S.S.R. Academy of Sciences sent 7 persons to work in the national scientific research center and the scientific information center in the U.A.R. Many African scientists arrived in Moscow in August 1960 for the 25th International Congress of Orientalists and were guests of the U.S.S.R. Academy of Sciences. The rector [president] of Rabat University visited the U.S.S.R. at the invitation of Moscow State University.

In 1961 approximately 20 Soviet professors and doctors of science were sent to the U.A.R. for lecturing and consultation, 10 for work in national scientific research centers, 5 for work in the Institute for Desert Research. Ten Soviet scholars in the natural sciences and humanities were sent on a year's mission to Guinea.

Soviet archaeologists are actively participating in the preservation of architectural monuments of Nubia, in connection with the prospective flooding of the Nubian Valley in the Aswan Dam project. The Chairman of the U.S.S.R. Council of Ministers Committee for Radio and Television, S. V. Kaftanov, is chairman of the Society of Soviet-Arab Friendship and a member of the International Advisory Committee of UNESCO for the preservation of monuments of Ancient Nubia. Corresponding Member of the U.S.S.R. Academy of Sciences S. P. Tolstov is on the Operations Committee, and Corresponding Member of the Armenian S.S.R. Academy of Sciences B. B. Piotrovskii is on the Consultative Committee of experts attached to the U.A.R. Government. Professor V. I. Avdiev is one of a group of experts attached to the Government of Sudan.

The establishment in 1959 of the Africa Institute of the U.S.S.R. Academy of Science has played a large role in the development of scientific contacts with African scholars. Many scientists of the institute have been departing on long scientific missions in the countries of Africa. Relations of the institute with African scientific research organizations are growing steadily. Many scholars and public figures request that they defend their dissertations at the institute. The institute was visited recently by the Ethiopian historian Tekle Tesadyk Mekuriia, the Angola poet Mario de Andrade, the director of the national scientific research institute in Guinea Zhan Siore-Kanal [all names transliterated from Russian] and many others.

Besides the U.A.R., Soviet artists have visited many other countries of Africa, among them Sudan, Ethiopia, Libya, Tunis, Morocco, and Guinea. In 1961 a group of about 50 artists visited Ghana, Guinea, Sudan, Mali, Togo, Liberia, Tunis, Libya, and Somali. In turn groups of African artists arrived in the U.S.S.R.; including a Sudanese group of singers and musicians, a national troupe of artists from the U.A.R., troupes of artists from Guinea and Mali, a national ensemble from Ethiopia, and others. . . .

Soviet film documentary producers have made their contribution to the development of mutual understanding between the peoples of the U.S.S.R. and Africa. They produced the color documentary films "Congo in Struggle," "Independent Guinea," "Flag Over Ghana," "Somali—an Independent Republic," "Liberian Holiday," "In Addis-Ababa," "Seven Days in Madagascar," "Holiday in Togo," and "On a Good Road, Nigeria." . . . There is an unusually great demand in Africa for Soviet social-political literature. N. S. Khrushchev's brochure *Freedom and Independence of All Colonial Peoples* is being distributed in great numbers of copies. . . .

The participation of the U.S.S.R. in international exhibits and fairs has great significance in acquainting Africans with Soviet life. In 1960 exhibits and fairs were organized in Tunis, Casablanca, Addis-Ababa, and other African cities. In 1961 an international agricultural exhibit was organized in Cairo (April), international fairs in Casablanca (May) and Mogadish (October), and a Soviet exhibit in Conakry (December) . . . On March 8, 1961, a Soviet book exhibit was organized in Accra (Ghana). In two weeks more than 10,000 persons visited the exhibit and ordered more than 30,000 copies of various Sovient books. . . .

Excerpts from chapter, "Economic Cooperation of the U.S.S.R. with the Countries of Africa"

Up to the middle of 1961 the U.S.S.R. extended economic and technical aid to 18 underdeveloped countries, including the U.A.R., (Egypt), Republic of Guinea, Republic of Ghana, Republic of Mali, Ethiopia, Republic of Somali, and a number of other independent states of Africa.

Of 10 billion rubles of credits granted by the U.S.S.R., African countries have received 2.878 billion. . . .

Up to the middle of 1961 in connection with agreements of economic and technical cooperation, the U.S.S.R. has helped these countries in construction of more than 150 industrial and other installations. Among these installations are metallurgical and machine-building plants, mines, coal mines and processing plants; enterprises of the chemical, petroleum, textile, and sugar industries; electric power stations, irrigation installations, ports and railroads, hospitals, educational institutions, and state farms for cultivating agricultural products. . . .

In the U.A.R. (Egypt) about 90 industrial enterprises and other installations covering almost all branches of the economy are being built with Soviet aid. . . .

The U.A.R. is one of the first states of Africa and the Arab East which has received Soviet aid in the use of atomic energy for peaceful purposes. Soviet organizations have helped Arab scientists establish atomic physics laboratories in Cairo, provided necessary equipment and instruments, and also provided technical aid in the establishment of an experimental atomic reactor. In order to train Arab atomic science personnel, Soviet physicists carry on research with them, Egyptian specialists are sent to study in the Soviet Union, and so forth. . . .

In the Republic of Guinea about 20 industrial, agricultural, and other enterprises and installations are being built with the economic and technical aid of the U.S.S.R. . . .

A polytechnical institute is being built for geological research on diamonds and gold. A radio station has been built in Conakry which is called "The Voice of Revolution". . . .

The polytechnical institute in Conakry for 1,500 persons will be the first higher education institution in the country; it will permit the Republic of Guinea for the first time to solve the problem of training technical personnel. . . .

In the Republic of Ghana, in connection with the agreement on economic and technical cooperation of August 4, 1960, Soviet organizations are helping in the construction of 17 industrial enterprises and installations. . . .

In the Republic of Mali, as stipulated in the agreement on economic and technical cooperation of March 18, 1961, the U.S.S.R. is helping to build enterprises and further the 4-year plan of development of this country (1960–63). In particular Soviet organizations are providing technical assistance [for various projects including] for establishment of an educational center for 300 students, training national cadres. . . .

As a gift of the Soviet Government to the Government of Ethiopia, a technical school for 1,000 students, training national personnel in various specialties, is beginning construction in the city of Bakhr-Dare.

The Somali Republic, in connection with agreement on economic and technical aid of June 2, 1961, is receiving aid from the Soviet Union in industrial and agricultural development long term credits of 178 million rubles.

In addition, the Soviet Government has given as a gift to the Somali Government aid in construction of two hospitals, a secondary school, a printing plant and a radio station. The Soviet Government has agreed to send to the Republic of Somali a group of Soviet doctors and teachers to work in appropriate Somali organizations, and has agreed to help in training Somali medical and other personnel in the U.S.S.R.

Soviet specialists work in close cooperation with national engineers and workers. They transmit to them their ideas and a wealth of production experience. The hundreds of construction sites, where enterprises are being built with the technical aid of the U.S.S.R., serve as distinctive schools of production training.

Personnel for underdeveloped countries are trained not only at construction sites built with Soviet aid [but also are trained in the U.S.S.R.].

In recent years, the production-technical training of national cadres in enterprises and organizations in the U.S.S.R. has become a tradition. Workers and engineers of Asian and African countries, and also Cuba, receive practice and training in the best industrial enterprises of the Soviet Union. Frequently they arrive in the U.S.S.R. after working under the direction of Soviet specialists in their own countries.

Of enormous significance are the technical schools, or as they call them the educational centers, built with Soviet aid. In U.A.R. (Egypt) and other countries of Africa a number of such centers have been established. In the U.A.R. they will train personnel for the mining industry, machine building, power and radio industry; also for the textile, footwear, wood processing, glass, printing, and other branches. . . .

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